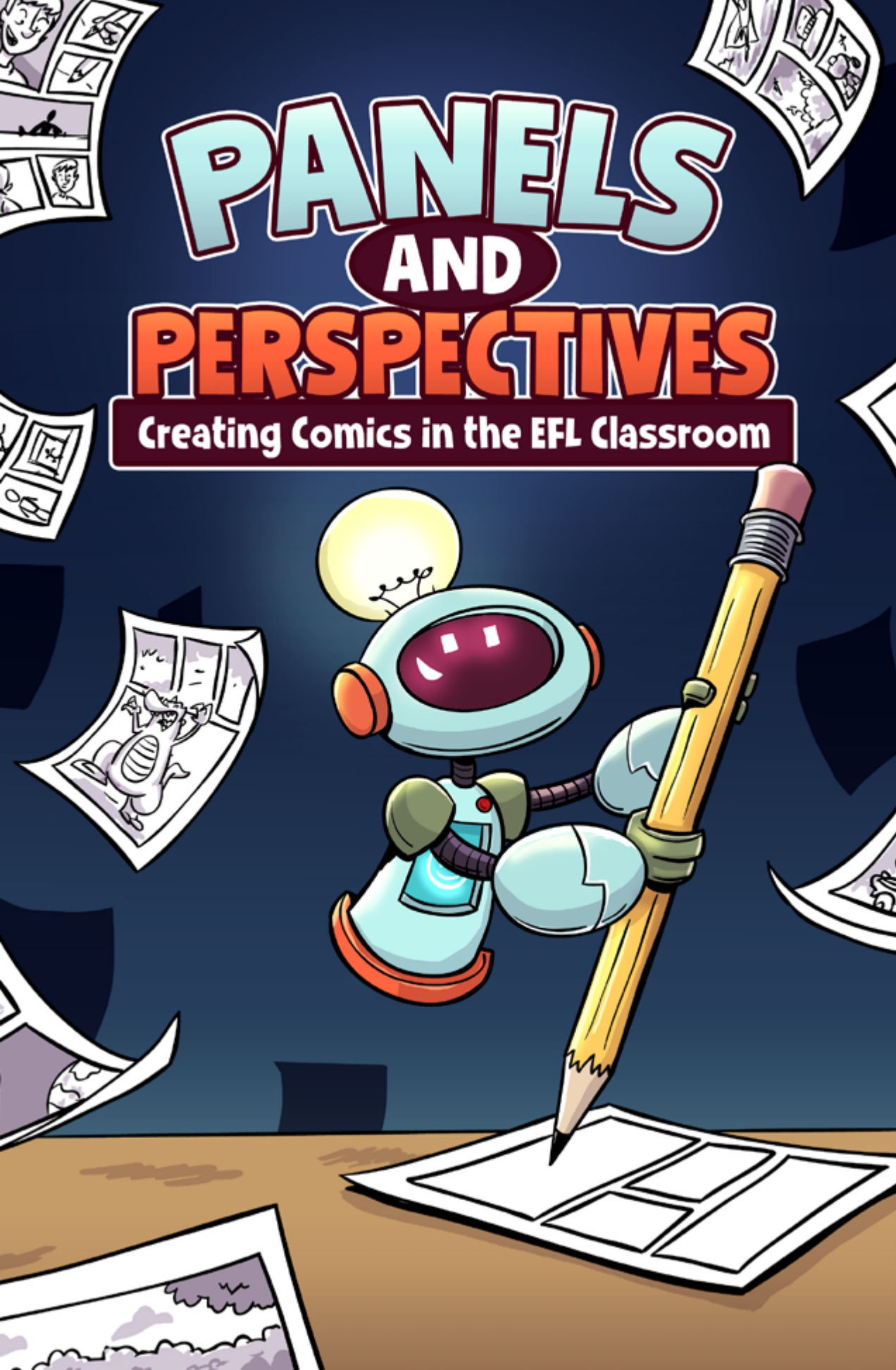


PANELS AND

PERSPECTIVES

Creating Comics in the EFL Classroom



PANELS AND PERSPECTIVES

Creating Comics in the EFL Classroom

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CREATING COMICS IN THE EFL CLASSROOM.*
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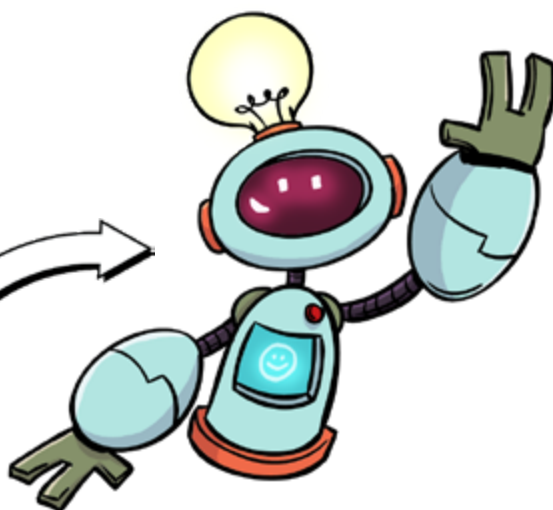
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PANELS AND PERSPECTIVES

Creating Comics in the EFL Classroom

MEET O.R.I.

OUR ROBOT INSTRUCTOR IS
READY TO TAKE YOU ON AN
INSTRUCTIONAL TOUR ABOUT
COMIC BOOKS. LEARN HOW
TO USE THEM AND CREATE
THEM IN YOUR CLASSROOM!



What's Inside:

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Introduction



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**Tools to Make
Comic Books**



Pages 4-5

History



Pages 6-8

**Structure of
Comic Books**



Pages 12-17

Storytelling



Pages 18-22

**Why and How
to Make
Comic Books**



Created by:

DAN RYDER • WRITER

JOSH ALVES • ARTIST

JACQUELINE GARDY • EDITOR

COMICS ARE EVERYWHERE THESE DAYS.



OUR THEATERS...



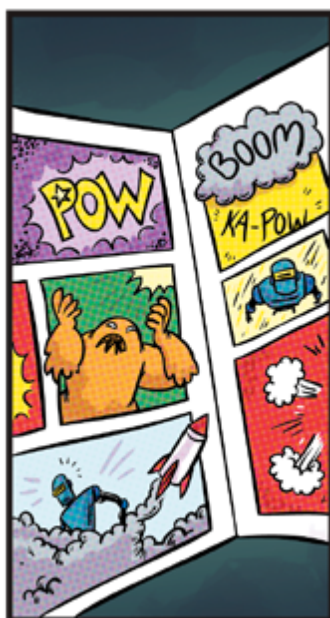
OUR DEVICES...

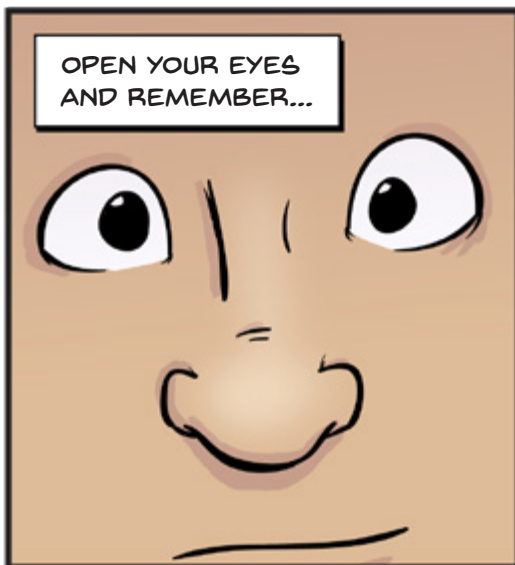
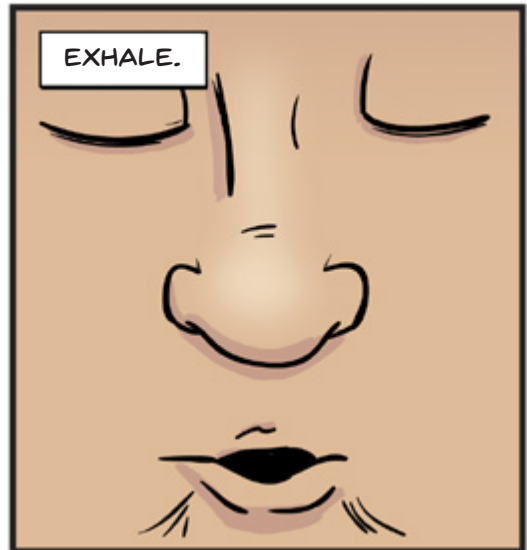
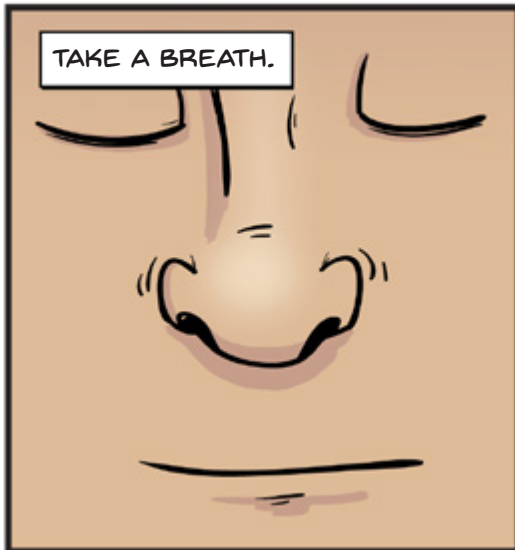
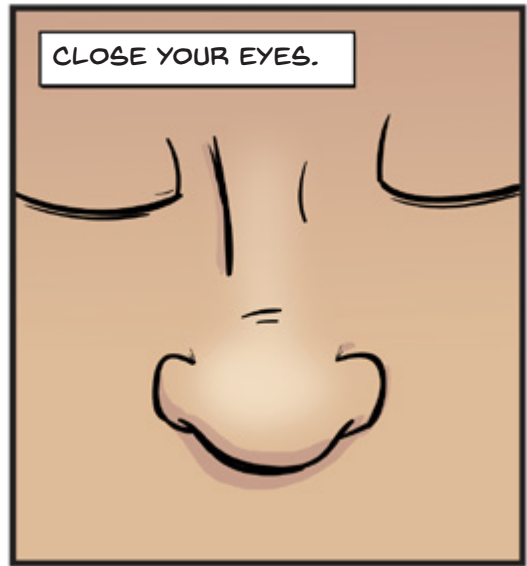


EVEN OUR CLOSETS...



AND FOR PEOPLE WHO HAVEN'T READ COMICS BEFORE...





COMICS CAN BE
ANYTHING.



MONDAYS.
AM I RIGHT?



DO I SMELL
PASTA?



HAVE YOU
SEEN IT OVER
HERE?



Let's
cross without
questioning
our motives!

Why? Why
does ev



COMICS, AT THEIR CORE,
ARE SEQUENTIAL ART: A SERIES
OF IMAGES AND WORDS USED
TO COMMUNICATE.

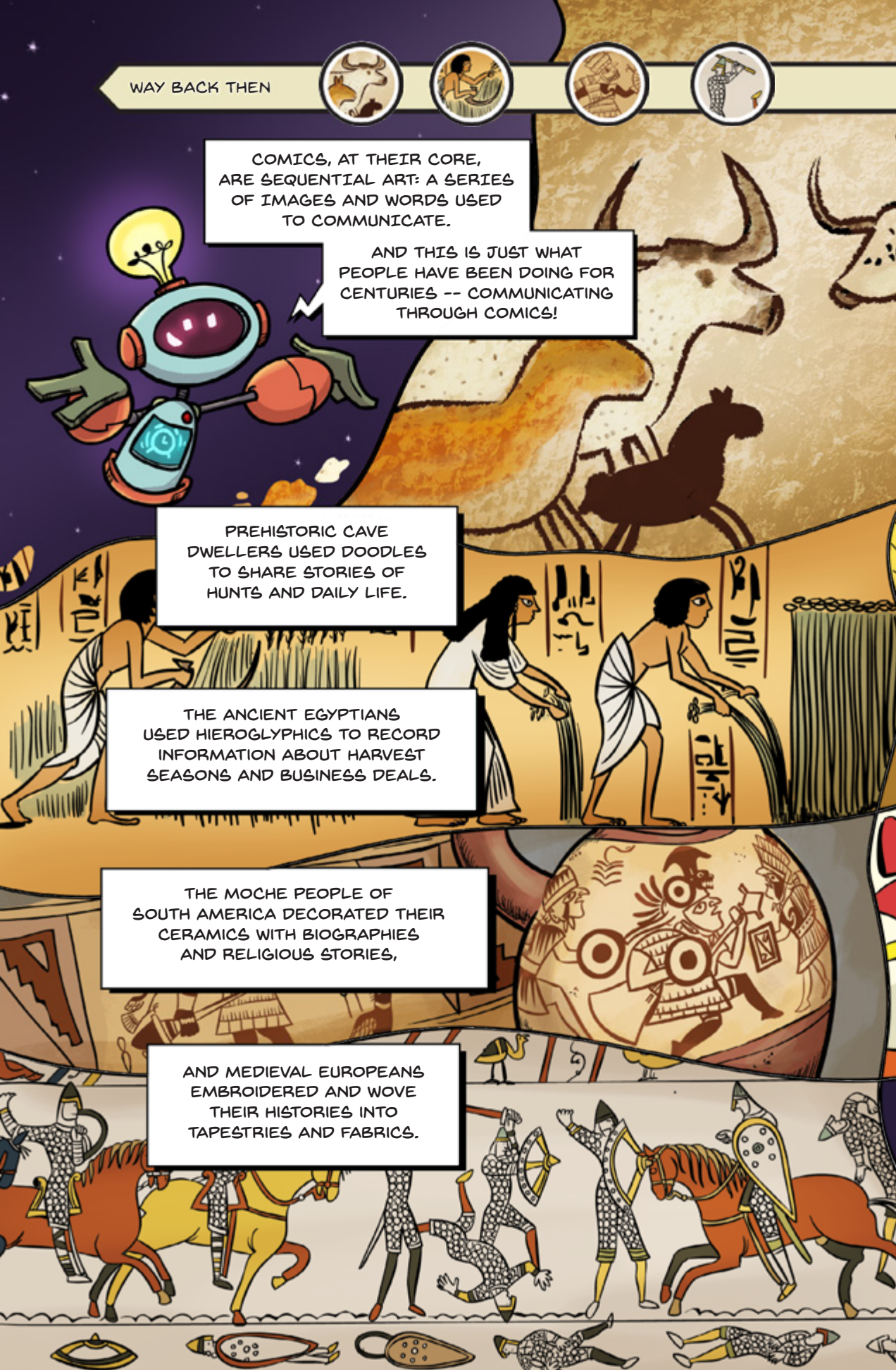
AND THIS IS JUST WHAT
PEOPLE HAVE BEEN DOING FOR
CENTURIES -- COMMUNICATING
THROUGH COMICS!

PREHISTORIC CAVE
DWELLERS USED DOODLES
TO SHARE STORIES OF
HUNTS AND DAILY LIFE.

THE ANCIENT EGYPTIANS
USED HIEROGLYPHS TO RECORD
INFORMATION ABOUT HARVEST
SEASONS AND BUSINESS DEALS.

THE MOCHE PEOPLE OF
SOUTH AMERICA DECORATED THEIR
CERAMICS WITH BIOGRAPHIES
AND RELIGIOUS STORIES,

AND MEDIEVAL EUROPEANS
EMBROIDERED AND WOVE
THEIR HISTORIES INTO
TAPESTRIES AND FABRICS.





RIGHT ABOUT NOW

AS MORE MATERIALS BECAME AVAILABLE AND THE ABILITY TO SHARE ART BECAME EASIER, THESE AND OTHER FORMS OF VISUAL STORYTELLING TRANSFORMED AND EXPANDED.

CHINESE AND JAPANESE SCHOLARS AND ARTISTS DEVELOPED CARTOONS AND ILLUSTRATED STORIES ON SCROLLS, BECOMING THE FOUNDATIONS FOR MANHUA AND MANGA.

EUROPEANS USED PRINTING PRESSES TO DISTRIBUTE POLITICAL CARTOONS AND RELIGIOUS ALLEGORIES, WHICH IN TURN LED TO PICTURE BOOKS, COMIC STRIPS, AND ILLUSTRATED NOVELS.

AND IN THE UNITED STATES, NEWSPAPER COMIC STRIPS BECAME SO POPULAR THEY WERE REPRINTED IN SMALL BOOKS.

THOSE SMALL BOOKS WERE SO POPULAR, PUBLISHERS DECIDED TO STOP PAYING NEWSPAPERS FOR THEIR STRIPS AND JUST CREATED THEIR OWN COMIC BOOKS.

ALMOST EVERY CULTURE HAS A HISTORY WITH SEQUESTIAL ART, AND COMICS CAN OFTEN BE UNDERSTOOD WITHOUT ANY WORDS AT ALL. NOWADAYS, MANY COMIC CHARACTERS ARE UNIVERSALLY RECOGNIZED.



JUST LIKE A LIVING CREATURE OR A MACHINE, COMICS HAVE AN ANATOMY.

AND JUST LIKE BAKING A LOAF OF BREAD OR CONSTRUCTING A SAFE HOME, THE MORE COMIC BOOK CREATORS KNOW ABOUT HOW THE PARTS AND PIECES OF COMICS WORK TOGETHER, THE BETTER THE PRODUCT! ONE OF THE MAIN INGREDIENTS OF A COMIC IS

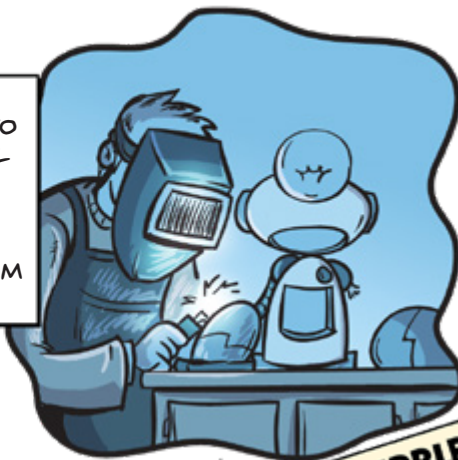
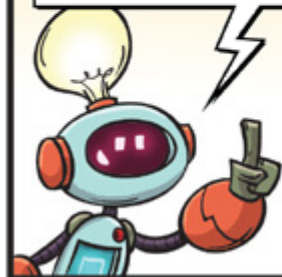
THE PANEL

A **PANEL** TYPICALLY CONTAINS ONE SCENE OF A STORY. A PAGE MAY HAVE ONE OR MANY PANELS.

THE SHAPE AND **BORDER** ARE USED TO HELP CONVEY VISUAL INFORMATION. FOR EXAMPLE, A WAVY **BORDER** USUALLY REFERENCES A DREAM OR A FLASHBACK.



~~~~~



## SPEECH BUBBLE

**SPEECH BUBBLES** ARE THE STANDARD CONTAINER FOR DIALOGUE.

LIKE **PANELS**, THE **BORDERS** CAN COMMUNICATE HOW THE DIALOGUE IS BEING SPOKEN.



EXTRA LINES USED TO CONVEY EMOTION AND MOVEMENT ARE CALLED...

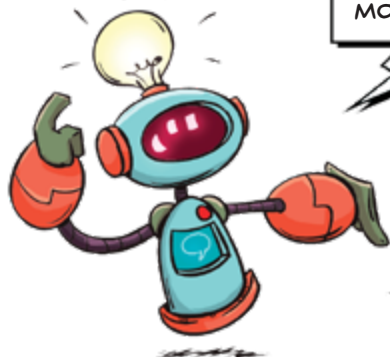
## EMANATA

LINES SHOWING MOVEMENT.

PIE.

HOT PIE.

LINES SHOWING EMOTION.





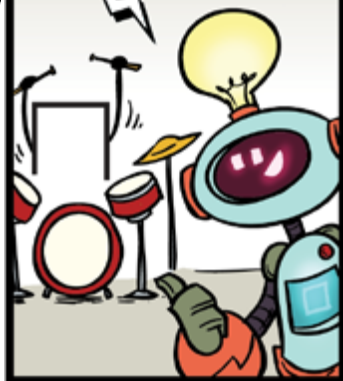
WHEN PLANNING THE LAYOUT OF A COMIC PAGE, PANELS ARE USED TO HELP DIRECT THE READER'S EYES.



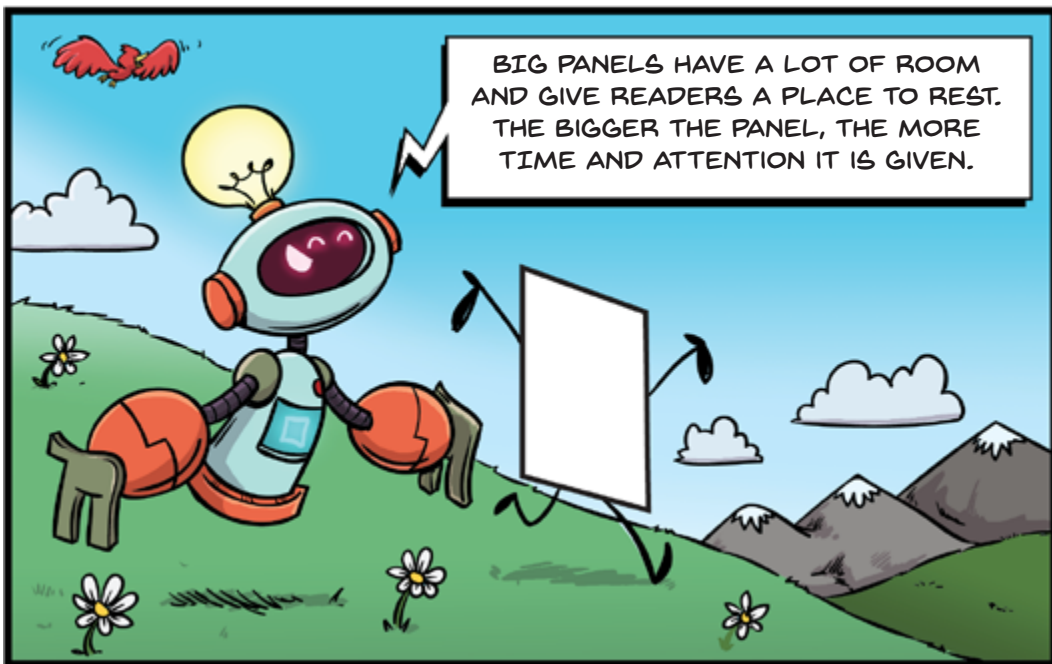
PANELS ARE READ IN A SIMILAR ORDER AND DIRECTION AS PROSE BOOKS.



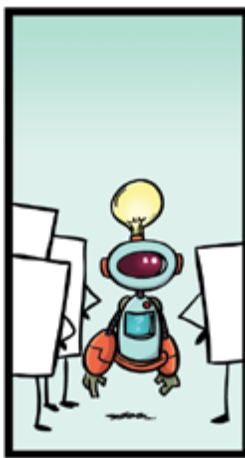
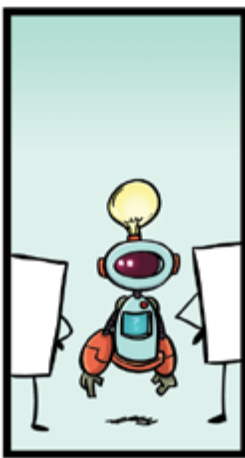
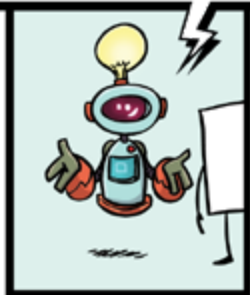
PANELS ALSO HELP ESTABLISH THE RHYTHM OF A PAGE.



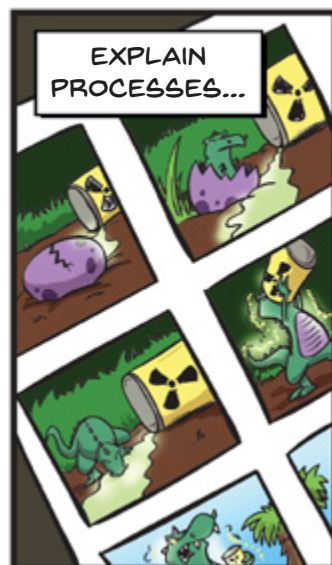
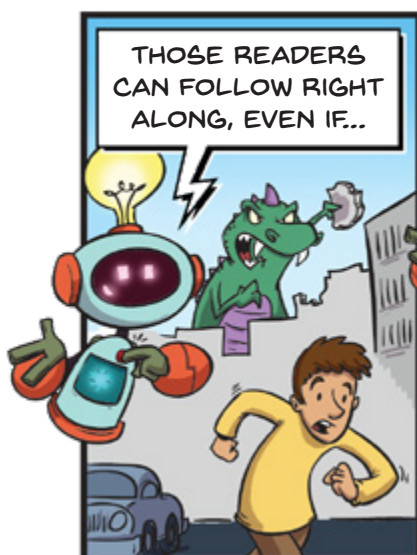
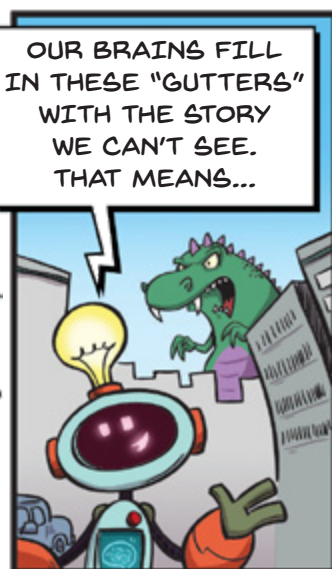
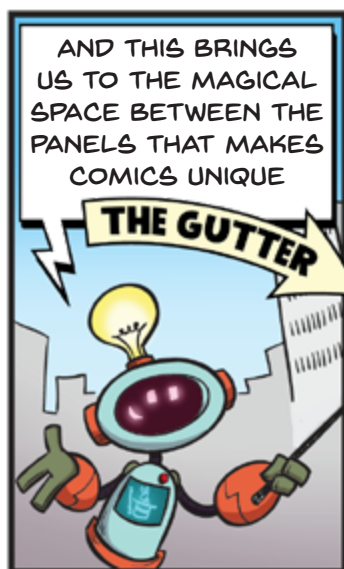
BIG PANELS HAVE A LOT OF ROOM AND GIVE READERS A PLACE TO REST. THE BIGGER THE PANEL, THE MORE TIME AND ATTENTION IT IS GIVEN.

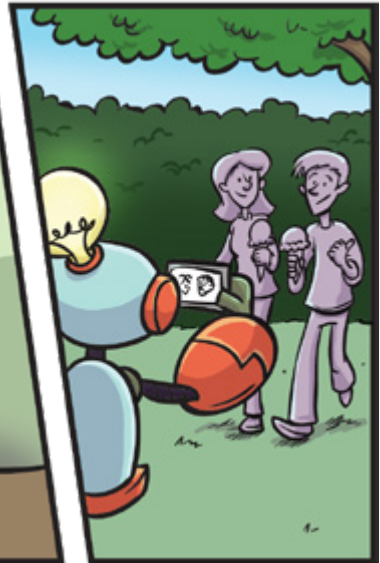
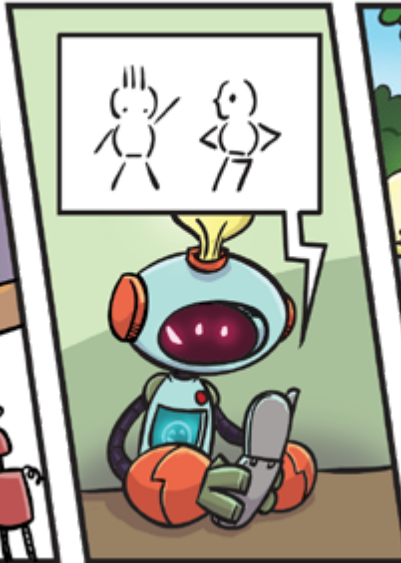
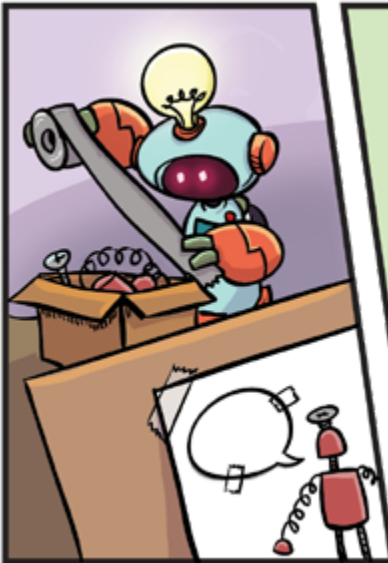
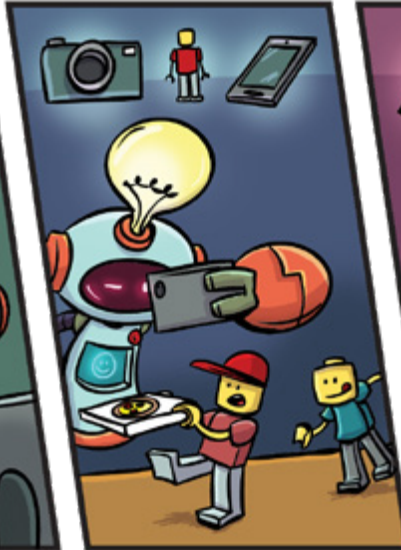
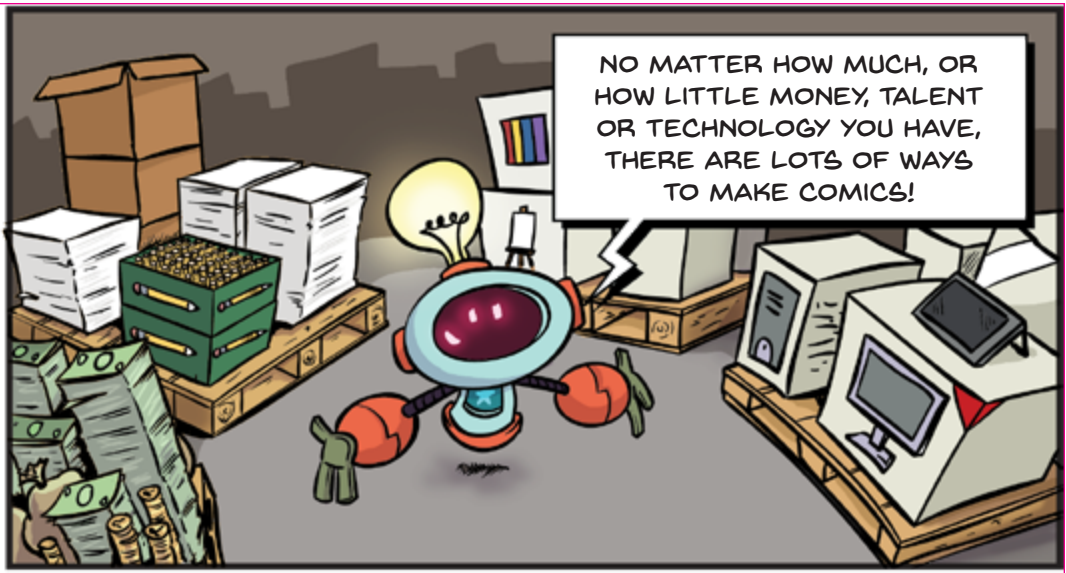


MULTIPLE SMALL PANELS CAN BE USED TO CREATE...

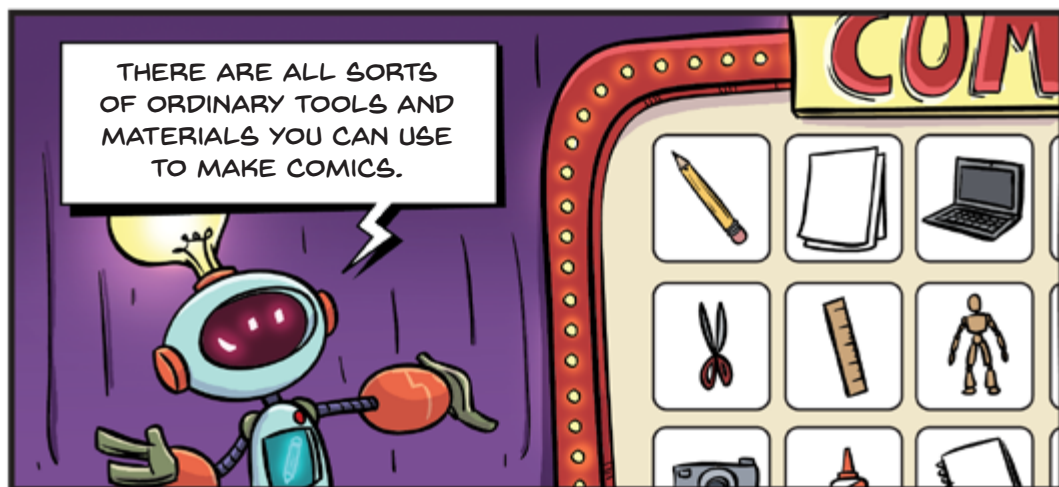














## BRAINSTORMING & ORGANIZING



ARE YOU READY TO MAKE  
YOUR OWN COMICS?

## DOODLING



THESE ARE JUST  
SOME OF THE STEPS  
YOU MIGHT TAKE IN  
THE PROCESS OF  
CREATING THEM.

## CHARACTER CREATION



## SCRIPTING

Panel One.  
We see what looks like sketches of settings, locations, and places.

LABEL: World Building

Panel Two.  
We see doodles of eyes.

LABEL: Doodling

Panel Three.  
We see parts of characters from different angles.

LABEL: Character Creation

## STORYBOARDING



## LAYOUTS



## WORLD BUILDING



## PUBLISHING



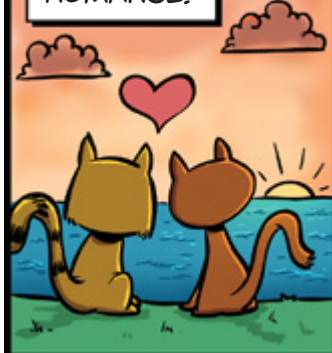
WE CAN MAKE COMICS ABOUT ANY THEME OR TOPIC. THAT'S PART OF WHAT MAKES COMICS AMAZING.



MYSTERY!



ROMANCE!



ADVENTURE!



SCIENCE!



FANTASY!



SPORTS!



MONSTERS!



ALIENS!



SUPERHEROES!





HOWEVER, SOMETIMES  
THE BEST STORIES...



...ARE THOSE CLOSEST...

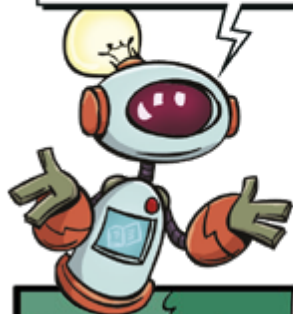


...TO HOME.





WHEN WE TELL STORIES ABOUT OUR LIVES, WE BECOME EXPERTS.



WE KNOW THE DIALOGUE AND THE SETTINGS INSIDE AND OUT BECAUSE WE HAVE LIVED THEM.



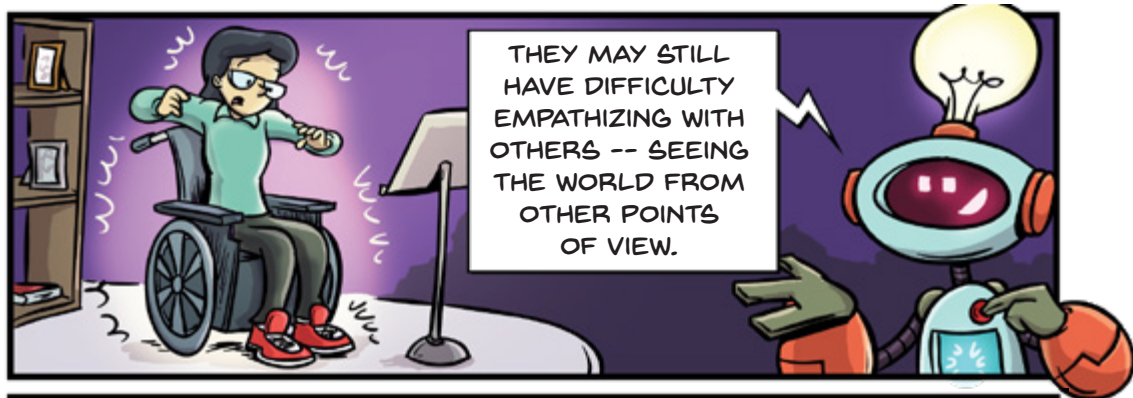
WHEN STUDENTS WORRY ABOUT THEIR COMICS NOT BEING GOOD ENOUGH, WE CAN SAY TO THEM...



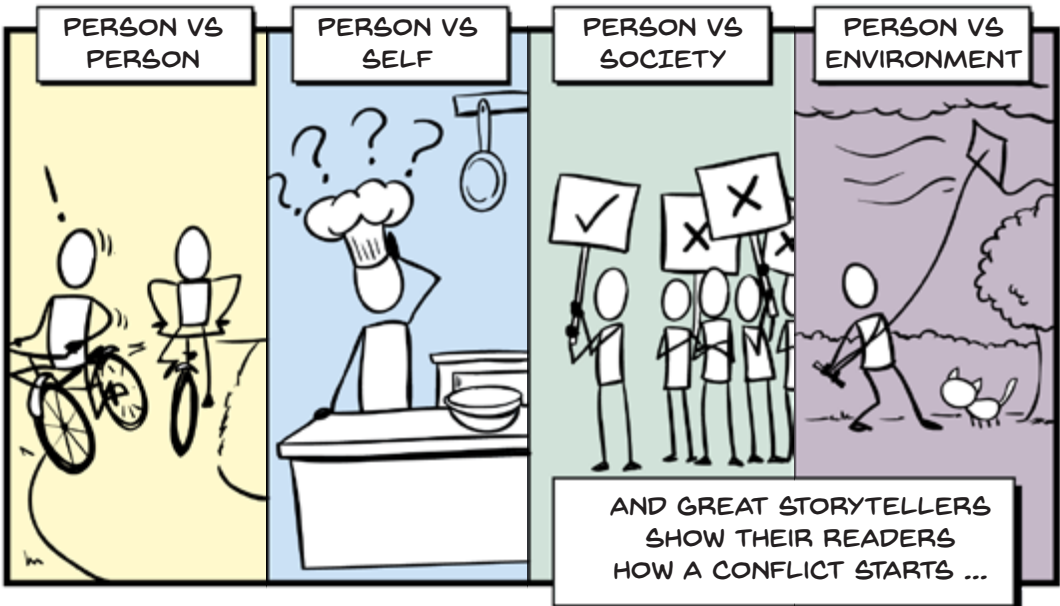
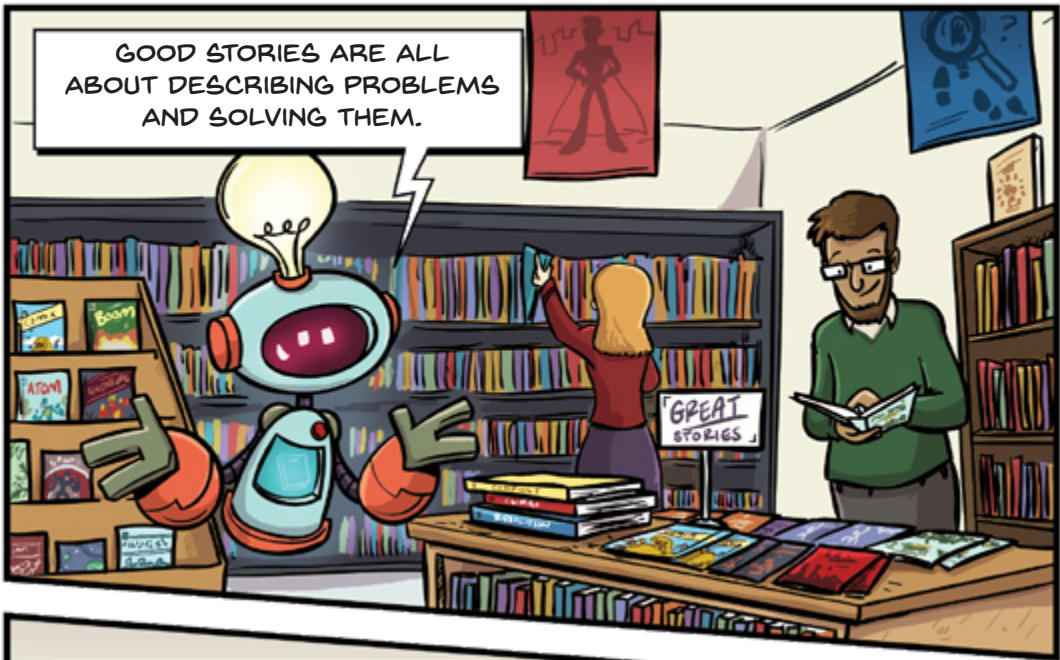
NO ONE ELSE KNOWS MORE THAN YOU ABOUT HOW YOU FELT THAT DAY. AND NO ONE ELSE CAN DRAW THAT SCENE THE WAY YOU CAN.

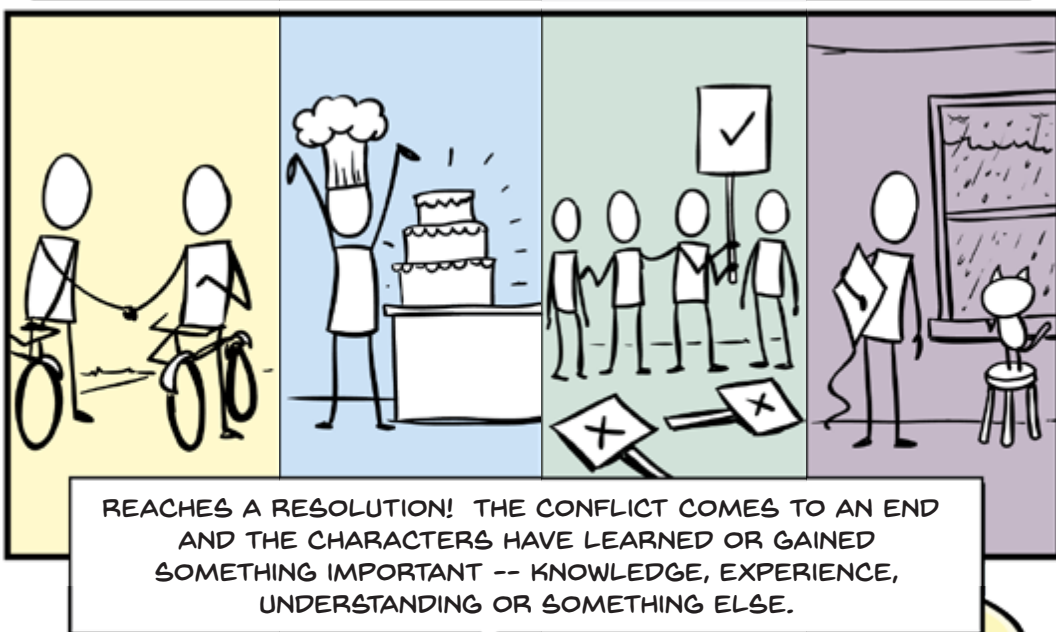
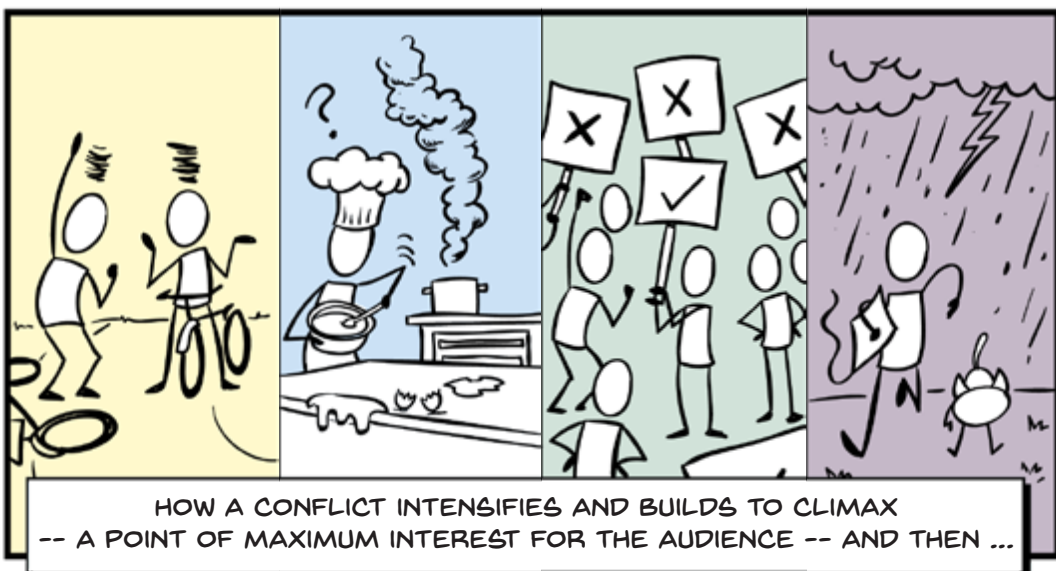


MEMOIR COMICS MAKE THEM THE SMARTEST CREATORS IN THE ENTIRE WORLD.

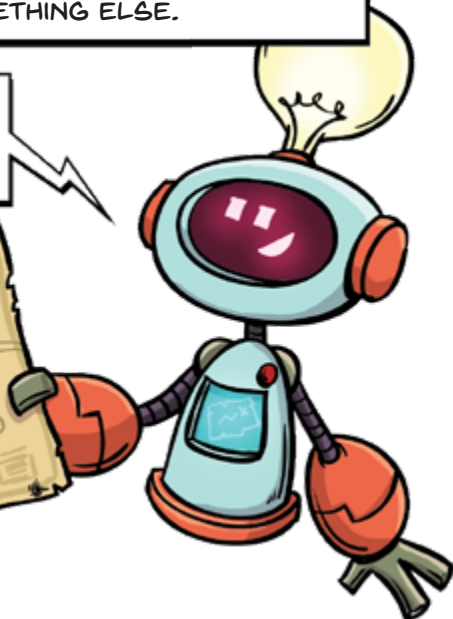






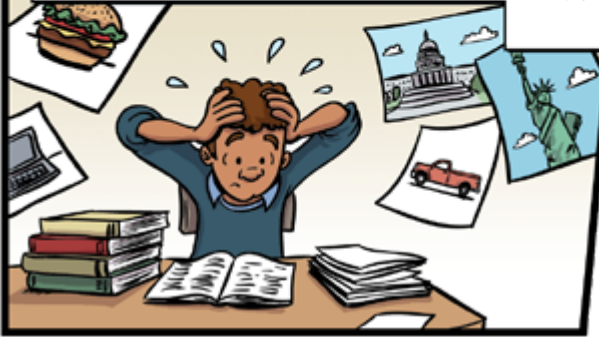


GOOD STORIES LEAVE THE  
CHARACTERS IN A DIFFERENT PLACE  
FROM WHERE THEY STARTED.





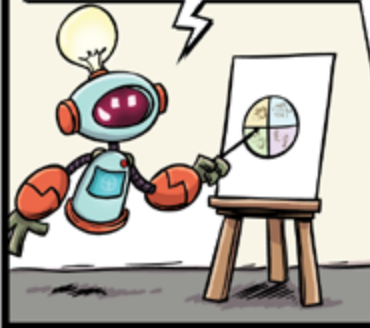
STUDENTS OF ALL BACKGROUNDS HAVE DIFFICULTY LEARNING NEW SKILLS AND INFORMATION WHEN THEY FEEL DISCONNECTED FROM THE MATERIAL AND OVERWHELMED BY UNFAMILIAR LANGUAGE AND IDEAS.



EVEN IF THEY SCORE WELL ON A TEST OR ANSWER EVERY QUESTION IN CLASS, STUDENTS NEED A PERSONAL CONNECTION TO MAKE SENSE OF THEIR KNOWLEDGE AND USE THOSE SKILLS IN THE FUTURE.

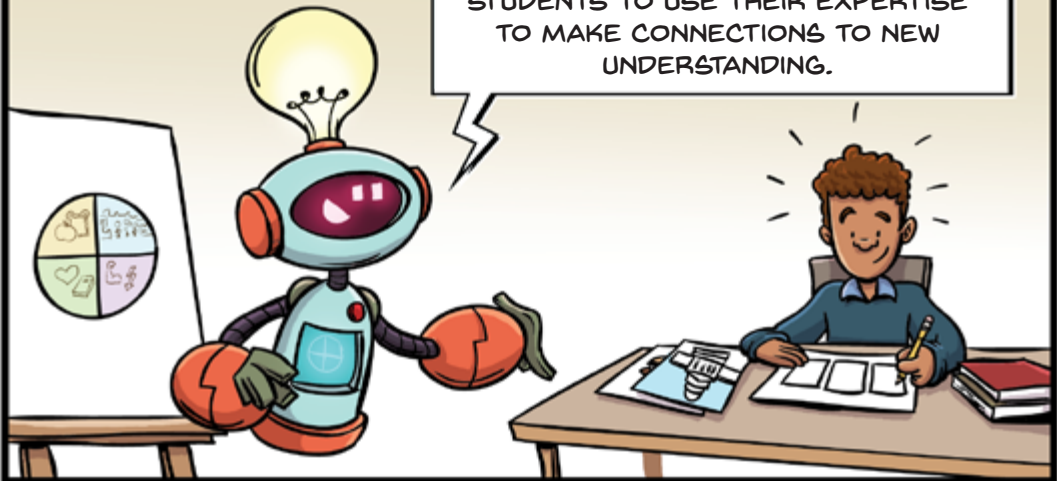


EVEN THOUGH STUDENTS MAY STRUGGLE TO LEARN NEW LANGUAGE AND CONCEPTS, THEY ARE EXPERTS IN MANY OTHER WAYS.



THEY KNOW ABOUT THE FOODS THEY EAT AND COMMUNITIES WHERE THEY LIVE, THEY KNOW THEIR TRADITIONS AND THEIR VALUES, AND THEY KNOW THEIR STRENGTHS AND THEIR CHALLENGES.

COMICS ARE A POWERFUL WAY FOR STUDENTS TO USE THEIR EXPERTISE TO MAKE CONNECTIONS TO NEW UNDERSTANDING.





COMICS CAN MAKE IT EASIER TO SHOW SIMILARITIES AND DIFFERENCES. ABDI MADE THIS COMIC TO SHOW HOW FOOD CULTURE CAN DIFFER FROM ONE COUNTRY TO THE NEXT.



WHEN I AM READY FOR MY MIDDAY MEAL...

WHEN MANY AMERICANS ARE READY FOR A MIDDAY MEAL

I WALK TO THE MARKETPLACE AND SEE WHICH VENDORS ARE SELLING.

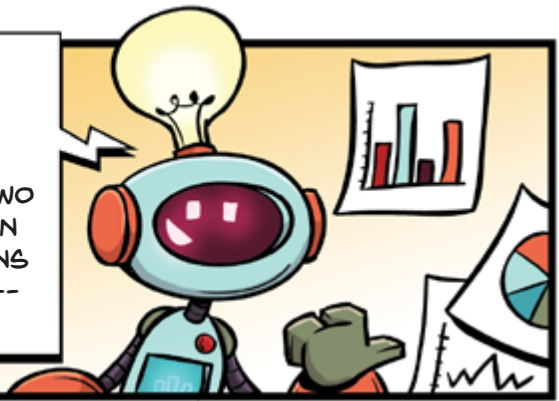
INSTEAD OF WALKING TO A MARKET, THEY ORDER FOOD AND HAVE IT DELIVERED TO THEIR WORK, OR THEY BRING THEIR MIDDAY MEAL FROM HOME.

I CHOOSE SOMETHING I CAN AFFORD AND EAT IT RIGHT THERE IN THE MIDDLE OF THE MARKET; I TALK TO THE VENDORS AND HEAR WHAT IS HAPPENING TODAY AROUND TOWN.

JUST LIKE ME, THEY LIKE TO TALK DURING THEIR MIDDAY MEAL AND FIND OUT WHAT IS HAPPENING IN THE LIVES OF THE PEOPLE THEY KNOW.



COMICS HELP STUDENTS VISUALIZE THE BENEFITS AND RISKS OF MAKING A DECISION. WHEN STUDENTS CAN PICTURE THEMSELVES MAKING ONE OR TWO CHOICES, THEN THEY ARE OFTEN ABLE TO THINK OF MORE OPTIONS -- AND MORE CONSEQUENCES -- THAN THEY HAD REALIZED

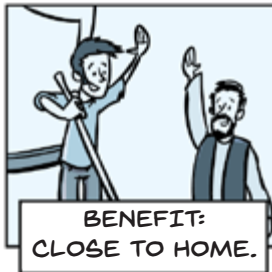


AFTER GRADUATING FROM SCHOOL, I AM GOING TO NEED MONEY BECAUSE GETTING AN EDUCATION CAN BE EXPENSIVE.

OPTION 1:



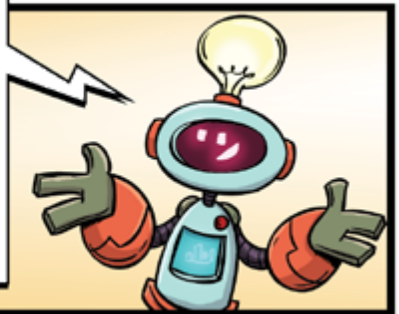
OPTION 2:



OPTION 3:



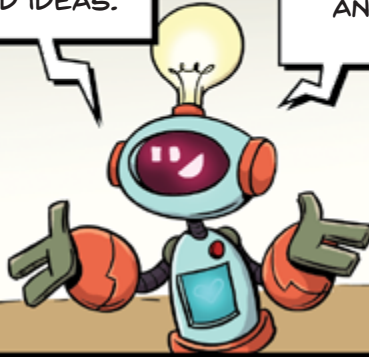
DRAWING COMICS MAKES IT EASIER TO PREDICT POSSIBLE OUTCOMES BECAUSE STUDENTS HAVE TO SLOW DOWN THEIR THINKING AND ASK, "HOW MIGHT I EXPLAIN THIS IN A DRAWING?" THEY HAVE TO CONSIDER ALL OF THE LITTLE DETAILS AND DECIDE, "WHAT REALLY MATTERS?"



WHEN STUDENTS START THINKING ABOUT HOW THEY MAKE DECISIONS, THEY ALSO START TO EXAMINE THEIR BELIEFS AND VALUES, THEIR OPINIONS AND IDEAS.

THROUGH SYMBOLS, COLORS, IMAGERY AND METAPHORS, CREATING COMICS HELPS STUDENTS WHO MAY STRUGGLE TO EXPLAIN THEIR THOUGHTS AND FEELINGS WHEN ONLY USING WORDS.

HANNAH BELIEVES ALL GIRLS DESERVE AN EDUCATION BUT WHEN HER FAMILY ASKS HER WHY SHE GETS QUIET AND APOLOGETIC. SHE CREATED THIS COMIC TO HELP THEM UNDERSTAND HER POINT OF VIEW.

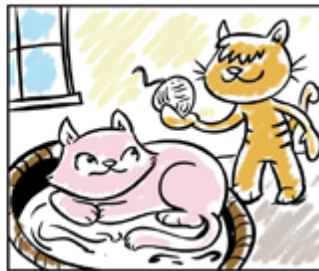


WHEN I'M AT HOME, MY OLDER BROTHERS DO THE MOST IMPORTANT CHORES, GET TO GO SHOPPING WITH MY UNCLE, AND HELP MAKE IMPORTANT DECISIONS.

I FEEL LIKE A LITTLE KITTEN KEPT IN A VERY NICE BASKET. EVERYONE IS NICE TO ME AND TREATS ME WELL. HOWEVER, NO ONE TAKES ME SERIOUSLY.

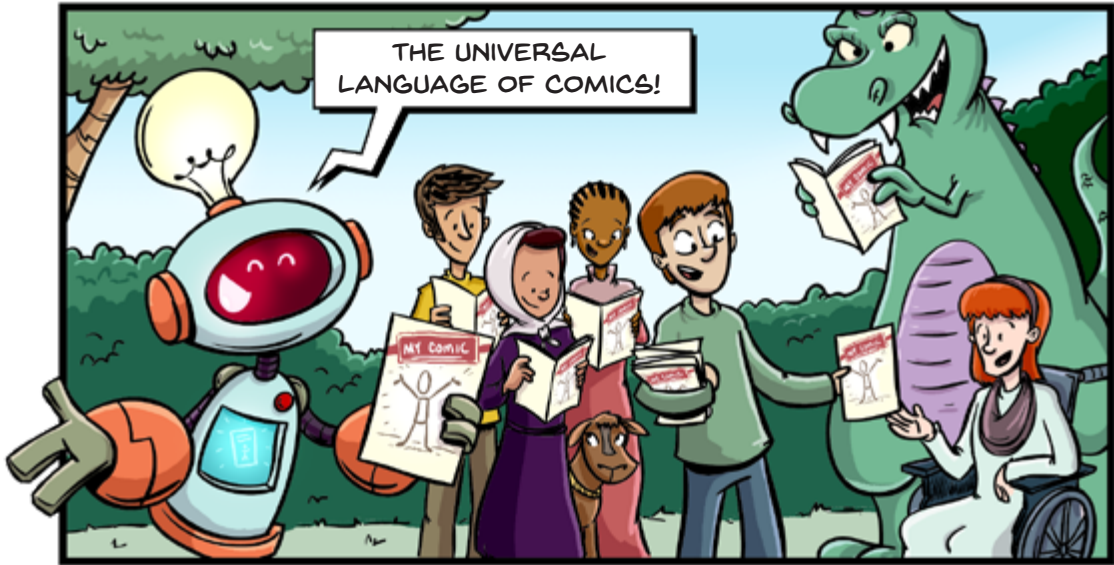
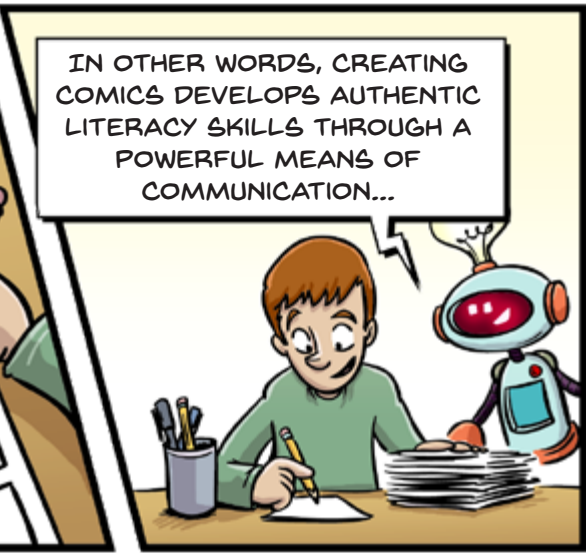
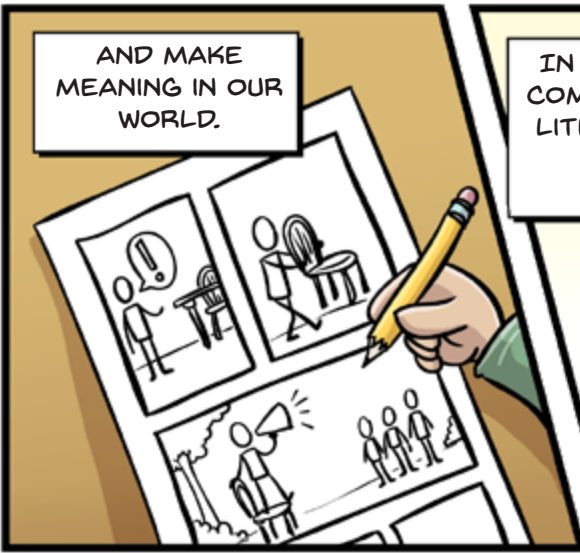
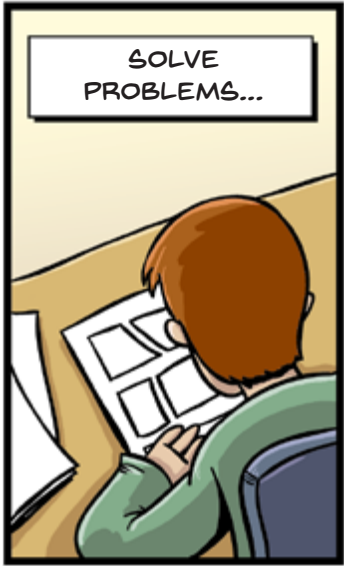
WHEN I'M AT SCHOOL, I HELP MY CLASSMATES LEARN DIFFICULT MATH BECAUSE NUMBERS MAKE MORE SENSE TO ME THAN WORDS.

SCHOOL MAKES ME FEEL STRONG AND POWERFUL, LIKE A ROCKET HEADED TO THE STARS OR THE ENGINE OF A BOAT CARRYING PEOPLE ACROSS THE OCEAN.



I THINK EVERY GIRL SHOULD GET THE CHANCE TO FEEL THAT WAY -- IMPORTANT, POWERFUL AND HELPFUL.





Combining the written word with even the most simple doodles can be a powerful tool for students learning English. *Panels and Perspectives: Creating Comics in the EFL Classroom* is an instructional guide for educators with insights, strategies, and practical applications for making comics in any English language classroom. Discover the educational power of comics!



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